

Contents

Volume 34 Number 1 January 2000

1 In this issue

Editorial

- 2 Developing research capacity *J Bligh*

Announcement

- 4 ASME Scientific Meeting 2000 *Tomorrow's Teachers*

Commentaries

- 6 Natural experiments and collaborative research *N Oswald*
7 'The Professor has submitted her questions and thus we may proceed to set the examination paper' *B Jolly*
9 Science and medical practice: on not throwing the baby out with the bathwater *D Margetson*
11 Students as teachers *D Dolmans*

Research papers

- 13 Variations among examiners in family medicine residency board oral examinations *M A Weingarten, M R Polliack, H Tabenkin & E Kahan*
18 Successful teaching in evidence-based medicine *W A Ghali, R Saitz, A H Eskew, M Gupta, H Quan & W Y Hershman*
23 A comparison of learning outcomes and attitudes in student- versus faculty-led problem-based learning: an experimental study *D J Steele, J D Medder & P Turner*
30 Gender differences in the results of the final medical examination at University College Dublin *C M McDonough, A Horgan, M B Codd & P R Casey*

Assessment

- 35 Assessing validity in written tests of general practice – exploration by factor analysis of candidate response patterns to Paper 1 of the MRCGP examination *N Munro, A Rughani, J Foulkes, A Wilson & R Neighbour*
42 Evaluation of medical students' performance using the anaesthesia simulator *P J Morgan & D Cleave-Hogg*
46 The effect of a Structured Question Grid on the validity and perceived fairness of a medical long

case assessment *L G Olson, J Coughlan, I Rolfe & M J Hensley*

Discussion paper

- 53 'Science', 'critical thinking' and 'competence' for *Tomorrow's Doctors*. A review of terms and concepts *G Maudsley & J Strivens*

Primary care

- 61 Training Hungarian primary health care teachers: the relevance of a UK postgraduate course for health educators *K J Bolden, S A Willoughby, M-T Claridge & A P Lewis*
66 Effect of a short skills training course on competence and performance in general practice *J J M Jansen, R P T M Grol, C P M van der Vleuten, A J J A Scherpbier, H F J M Crebolder & J J Rethans*
72 Comparative health systems: international collaborative education using the Internet *R B Jones, T Ostbye & A T Clarke*

- 75 Face to face – *Niv Patil*

Letters to the Editor

- 77 Innovations in medical education *R Charlton*
78 GP registrars need training in child abuse and neglect *M Bannon, Y H Carter & N R Jackson*
79 Teacher development in hospitals – where should we go? *D R Gibson*
80 ASME announcements

Volume 34 Number 2 February 2000

81 In this issue

Editorial

- 82 Medical education comes of age *D Wood & J Bligh*

Commentaries

- 84 Teaching the teachers *C Coles*
86 Medical students, drugs and alcohol: time for medical schools to take the issue seriously *P Wallace*
88 Medical service increment for teaching (SIFT): not an anachronism but essential to promote quality in medical education *G B Clack*

Research papers

- 90 Evaluating the outcome of communication skill teaching for entry-level medical students: does

- knowledge of empathy increase? *H R Winefield & A Chur-Hansen*
- 95 Undergraduate projects – do they have to be within the conventional medical environment? *D Murdoch-Eaton & B Jolly*
- 101 Student perceptions of a new integrated course in clinical methods for medical undergraduates *A M Hastings, R C Fraser & R K McKinley*
- Review articles**
- 108 Review of ethics curricula in undergraduate medical education *J Goldie*
- 120 A systematic review of the effectiveness of critical appraisal skills training for clinicians *R Taylor, B Reeves, P Ewings, S Binns, J Keast & R Mears*
- Teaching methods**
- 126 Promoting effective teaching and learning: hospital consultants identify their needs *D R Gibson & R M Campbell*
- 131 Teaching the consultant teachers: identifying the core content *D Wall & S McAleer*
- 139 Feasibility analysis of a personalized training plan for learning research methodology *M Pelayo-Alvarez, X Albert-Ros, F Gil-Latorre & D Gutierrez-Sigler*
- Short reports**
- 146 Dealing with the issue 'care of the dying' in medical education – results of a survey of 592 European physicians *M Herzler, T Franze, F Dietze & K Asadullah*
- 148 Alcohol and drug use in second-year medical students at the University of Leeds *M Pickard, L Bates, M Dorian, H Grieg & D Saint*
- 151 First step: report on a pilot course for personal and professional development *J E Thistlethwaite, P D Green, P Heywood & E Storr*
- 155 **Face to face – Ian Hart**
- Conference report**
- 157 AAMC Annual Meeting, Washington DC, October 1999 *K V Mann*
- Letter to the Editor**
- 159 'I wished I was the patient.' An evaluation of a complementary medicine module for third year medical students *S Barker, S Horn & D Owen*
- 160 **ASME announcements**

Volume 34 Number 3 March 2000

161 In this issue

Editorial

- 162 Medical teachers and evidence *J Bligh & M B Anderson*

Call for papers

- 164 'Really good stuff': new ideas in medical education


Commentaries

- 165 Teaching medical students how to write well *E Showalter & A Griffin*
- 166 Attitudes towards mental illness in medical students *B Green*
- 168 The emperor's new clothes: from objectives to outcomes *D Prideaux*

Research papers

- 170 Changes in alcohol history taking and management of alcohol dependence by interns at the Royal Adelaide Hospital *M Gaughwin, J Dodding, J M White & P Ryan*
- 175 The importance of race in medical student performance of an AIDS risk assessment interview with simulated patients *A J Zweifler, F M Wolf, M S Oh, J T Fitzgerald & L L Hengstebeck*
- 182 An appraisal of medical students' reflection-in-learning *D T Sobral*
- 188 Medical students' errors in pharmacotherapeutics *N C Boreham, G E Mawer & R W Foster*
- 194 Medical students' essay writing skills – criteria-based on self- and tutor-evaluation and the role of language background *A Chur-Hansen*

Leadership symposium

- 199 Encouraging educational leadership *G Parsell & J Bligh*
- 201 Leadership in academic institutions: raising the value of teaching *B Klinge*
- 203 Leadership in a multiprofessional context *J Horder*
- 206 Skills and attributes of directors of  educational programmes *G Bordage, R Foley & S Goldyn*
- 211 Making and preparing leaders *J Simpson & K Calman*

Curriculum design

- 216 The process of defining a profile of student competencies at the University of Vienna Medical School *P A Merl, G S Csanyi, P Petta, M Lishka & R Marz*

- 222 Evaluation of an integrated curriculum using problem-based learning in a clinical environment: the Manchester experience *P A O'Neill, J Morris & C-M Baxter*

Primary care

- 231 Comparison of rural and non-rural students undertaking a voluntary rural placement in the early years of a medical course *H G Peach & N E Bath*

Short report

- 234 Attitudes toward mental illness in medical students: does personal and professional experience with mental illness make a difference? *D Roth, M M Antony, K L Kerr & F Downie*

Forthcoming papers

- 238 Face to face – David Shaw

- 240 ASME announcements

Volume 34 Number 4 April 2000**In this issue****Editorial**

- 242 Inspired magic: healing with the heart *J Bligh*

Commentaries

- 243 Assumptions underlying self-directed learning may be false *H Schmidt*
- 246 Is it knowing or understanding that matters? *J G R Howie*
- 248 Pre-registration house officers in general practice: opportunities and pitfalls *Y H Carter & S Parsons*

Research papers

- 250 The influence of gender and specialty on reporting of abusive and discriminatory behaviour by medical students, residents and physician teachers *T Oancia, C Bohm, T Carr, B Cujec & D Johnson*
- 257 Co-teaching: a faculty development strategy *J D Orlander, M Gupta, B G Fincke, M E Manning & W Hershman*

- 266 Development and validation of the Attitudes Towards the Homeless Questionnaire *H E Lester & H M Pattison*

- 269 Differences in teaching about the acute sore throat within one medical faculty *C Brooker, M Kamien & A M Ward*

- 275 A national medical education needs' assessment of interns and the development of an intern education and training programme *F B Hannon*

Teaching methods

- 285 Comparison of methods for teaching clinical skills in assessing and managing drug-seeking patients *D Taverner, C J Dodding & J M White*

- 292 Consistency of teaching in parallel surgical firms: an audit of student experience at one medical school *M A Seabrook, S J Woodfield, S Papagrigoriadis, J A Rennie, A Atherton & M Lawson*

- 299 A conceptual framework to guide the development of self-directed, lifelong learning in problem-based medical curricula *B Mifflin, C B Campbell & D A Price*

Short report

- 307 Training in assessment and appraisal: who needs it? *S Durguerian, W Riley & G O Cowan*

Face to face – Lesley Southgate**Letters to the Editor**

- 312 Re: Career choices at the end of the pre-registration year of doctors who qualified in the United Kingdom in 1996 *A M Hastings & E Preston-Whyte*

- 313 The influence of examination forms *B Bergström & N Lymöe*

- 314 Professional modelling: A questionnaire study of junior doctors' attitudes to aspects of experimental learning on the hospital working round *M Talbot*

- 315 Who should manage head and neck pathology? *G Barwell & P A Brennan*

Book reviews

- 316 Examination of the cranial nerves *D Perkin*
- 317 A Handbook for Teaching and Learning in Higher Education: enhancing academic practice *H Fry, S Ketteridge & S Marshall*
- 319 Medicine through the ages with Dr Baldassare *R Richardson*
- 320 Mentoring in General Practice *R Freeman*

- 321 Advanced clinical skills and physical diagnosis *D Berg*
- 322 Problem-based learning in medicine a practical guide for students and teachers *T David, L Patel, K Burdett & P Rangachari*
- 324 Lecture notes on human physiology *J Bray, P Cragg, A Macknight & R Mills*
- 325 Apprenticeship towards a new learning paradigm *P Ainley & H Rainbird*
- 326 **ASME announcements**

Volume 34 Number 5 May 2000

327 *In this issue*

Editorials

- 328 Students as customers *G Parsell*
- 330 Junior doctor training *J Bligh*

Commentaries

- 332 Views of junior doctors about their work *J Temple*
- 333 Research in medical education: the law of diminishing non-returns? *A Pirrie*
- 335 Task-based learning *P Race*
- 337 Learning about being well – not just about being ill *K Alexanderson*

Research papers

- 339 Does a brief clerkship change Hong Kong medical students' ideas about general practice? *A S Dixon, C L K Lam & T P Lam*
- 348 Views of junior doctors about their work: survey of qualifiers of 1993 and 1996 from United Kingdom medical schools *T W Lambert, M J Goldacre & J Evans*
- 355 Views of UK medical graduates about flexible and part-time working in medicine: a qualitative study *J Evans, M J Goldacre & T W Lambert*

- 363 Defining competency – the role of standard setting *J Searle*

Junior doctor training

- 367 The current status of senior house officer postgraduate education in a single region *J H Davies, K Tan & H R Jenkins*
- 371 Recent changes in the workload and clinical experience of pre-registration house officers: experiences over four years in south-west

England *J H Gillard, T H S Dent, P J Smyth-Pigott & J Eaton*

- 374 The impact of job stress and working conditions on mental health problems among junior house officers. A nationwide Norwegian prospective cohort study *R Tyssen, P Vaglum, N T Grønvald & Ø Ekeberg*

Discussion paper

- 385 Primary care education for the new NHS: a discussion paper *A Howe*

Teaching methods

- 391 Task-based learning: the answer to integration and problem-based learning in the clinical years *R M Harden, J Crosby, M H Davis, P W Howie & A D Struthers*
- 398 A review of a surgical ward round in a large paediatric hospital: does it achieve its aims? *L Birtwistle, J M Houghton & H Rostill*
- 404 Teaching patient wellness to first-year medical students: the impact of future ability to perform the history of present illness *H Madray, C A Pfeiffer & A Ardolino*

Short report

- 409 Impact of medical round on patients' and residents' perceptions at a university hospital in Japan *M Seo, K Tamura, E Morioka & H Shijo*
- 412 **Face to face – Athol Kent**
- 414 **ASME announcements**

Volume 34 Number 6 June 2000

415 *In this issue*

Editorials

- 416 Taking stock *J Bligh*
- 418 Are scientific papers out of date? *T Albert*

Commentaries

- 421 Continuing education and professional development for hospital doctors and dentists *J Parboosingh*
- 424 The value of collaboration by medical schools: lessons from the United States *M E Whitcomb*
- 426 What is different about medicine? *S Leinster*
- 428 What use are ethical codes? An analysis of three possible rationales for the use of ethical codes in medical schools and a review of the evidence relating to them *S Miller*

Research papers

- 430 Continuing medical education and primary physicians' job stress, burnout and dissatisfaction *T Kushnir, A H Cohen & E Kitai*
- 437 Use of scheme-based problem solving: an evaluation of the implementation and utilization of schemes in a clinical presentation curriculum *W Woloschuk, P Harasym, H Mandin & A Jones*

- 443 Role modelling: how does it influence teaching in Family Medicine? *C Matthews*


Special article

- 449 The Consortium of Graduate Medical Schools in Australia: formal and informal collaboration in medical education *D Prideaux, J Teubner, A Sefton, M Field, J Gordon & D Price*

Discussion paper

- 455 Medical education – beyond tomorrow? *E A Ashley*

Teaching and evaluation

- 460 An evaluation study of the didactic quality of clerkships *R Remmen, J Denekens, A Scherpbier, I Hermann, C van der Vleuten, P Van Royen & L Bossaert*
- 465 Comparison of anonymous student  ballots with student debriefing for faculty evaluations *R E Pelsang & W L Smith*
- 468 A process evaluation of medical ethics education in the first year of a new medical curriculum *J Goldie, L Schwarz & J Morrison*
- 474 An Internet-based learning portfolio in resident education: the KOALATM multicentre programme *M Fung Kee Fung, M Walker, K Fung Kee Fung, L Temple, F Lajoie, G Bellemare & S C P Bryson*

Short reports

- 480 Support and faculty mentoring programmes for medical students in Germany, Switzerland and Austria *R Woessner, M Honold, S N Stehr & W I Steudel*
- 483 Exploring the perceived effect of an undergraduate multiprofessional educational intervention *J Leaviss*
- 487 Early effects of a new problem-based clinically oriented curriculum on students' perceptions of teaching *J Bligh, G Lloyd-Jones & G Smith*

- 490 Face to face – Jill Morrison

- 492 Forthcoming papers

Letter to the Editor

- 493 Undergraduate medical students' views on the value of dissecting *E O Pearce & I Parkin*

- 494 ASME announcements



Volume 34 Number 7 July 2000

- 495 In this issue

Editorial

- 496 Whole doctor education *J Bligh*

Commentaries

- 498 Assessing the evidence in qualitative medical education research *R Stacy & J Spencer*
- 501 What should we do about unreliable  scores? *J Norcini*
- 503 Community-based medical education:  toward the health of the public *S P Menhin, A Kaufman, C Urbina & M McGrew*
- 505 Collective professional knowledge *N C Boreham*
- 507 Faculty mentoring programmes *R Freeman*

Point-Counterpoint

- 509 Problem-based learning – time to move forward? *A I Rothman*
- 510 Problem-based learning – time to step back? *D M Kaufman*

Research papers

- 512 Prediction of intern attendance at a seminar-based training programme: a behavioural intention model *R J Boots & C Treloar*
- 519 Reliability of the Amsterdam Clinical Challenge Scale (ACCS) – a new instrument to assess the level of difficulty of patient cases in medical education *A J Gercama, M de Haan & C P M van der Vleuten*
- 525 The effect on reliability of adding a separate written assessment component to an objective structured clinical examination *B H Verhoeven, J G H C Hamers, A J J A Scherpbier, R J I Hoogenboom & C P M van der Vleuten*
- 530 Benefiting from clinical experience: the influence of learning style and clinical experience on performance in an undergraduate objective structured clinical examination *I G Martin, P Stark & B Jolly*

Discussion papers

- 535 Promoting professional knowledge, experiential learning and critical thinking for medical students *G Maudsley & J Strivens*

- 545 The educational challenge of mental health *C Dowrick*

Curriculum

- 551 The integration ladder: a tool for curriculum planning and evaluation *R M Harden*

- 558 The Parallel Rural Community Curriculum: an integrated clinical curriculum based in rural general practice *P Worley, C Silagy, D Prideaux, D Newble & A Jones*

Assessment

- 566 Defining the content for the objective structured clinical examination component of the Professional and Linguistic Assessments Board examination: development of a blueprint *P Tombleson, R A Fox & J A Dacre*

- 573 Formative assessment of the consultation performance of medical students in the setting of general practice using a modified version of the Leicester Assessment Package *R K McKinley, R C Fraser, C van der Vleuten & A M Hastings*

Short report

- 580 Teaching medical students about over-the-counter medications *E Henley & J Wenzel-Wamhoff*

- 583 **Face to face – Richard Reznick**

Letters to the Editor

- 585 Validity of written tests *T LaDuca & B Jolly*

- 588 Effect of an early rural placement on later elective choices of medical students *H G Peach*

- 589 **ASME announcements**

Volume 34 Number 8 August 2000

- 591 In this issue

Editorial

- 592 Asking questions – improving teaching *G Parsell*

Commentaries

- 594 The place of the basic sciences in medical curricula *P McCrorie*

- 596 The decline and fall of humanism in medical education *M Albanese*

- 598 If you want the surgery done well, get a woman to do it! *J Searle*

- 600 Defining international standards in basic medical education: the World Federation for Medical Education has initiated a timely discussion *J J Cohen*

Research papers

- 602 A surgical career? The views of junior women doctors *C Williams & P Cantillon*

- 608 The role of basic sciences in a problem-based learning clinical curriculum *P A O'Neill*

Focus on students

- 614 The influence of assessments on students' motivation to learn in a therapy degree course *J K Seale, J Chapman & C Davey*

- 622 What do medical students read and why? A survey of medical students in Newcastle-upon-Tyne, England *K Hodgson & R Thomson*

- 630 Medical faculty as humanistic physicians and teachers: the perceptions of students at innovative and traditional medical schools *B Maheux, C Beaudoin, L Berkson, L Côté, J Des Marchais & P Jean*

- 635 Students, tutors and relationships: the ingredients of a successful student support scheme *S Malik*

- 642 The evaluation of undergraduate students' written English language skills *A Chur-Hansen & J Vernon-Roberts*

- 648 Students' perceptions of the relative advantages and disadvantages of community-based and hospital-based teaching: a qualitative study *M O'Sullivan, J Martin & E Murray*

- 656 Medical students' concerns about communicating with patients *P Hajek, E Najberg & A Cushing*

- 659 Teaching medical students about disability and rehabilitation: methods and student feedback *M Crotty, P Finucane & M Ahern*

Report from the World Federation on Medical Education

- 665 WFME Task Force on Defining International Standards in Basic Medical Education. Report of the Working Party, Copenhagen, 14–16 October 1999 *H Karle*

Short reports

- 676 Explanatory style and the performance of residents *P J Hershberger, G L Zimmerman, R J Markert, K E Kirkham & M F Bosworth*

- 679 Contraception: a new practical learning package *S Abraham & A McBride*

Letters to the Editor

- 682 Teaching the teachers *R Dennick, J Godfrey, D Newble & N Purcell*
- 683 How medical students use world wide web resources at a German Medical School *C Diez, C Arkenau & F Meyer-Wentrup*
- 684 **ASME announcements**

Volume 34 Number 9 September 2000

- 685 In this issue

Editorials

- 686 Learning to consult *J Morrison & G Watt*
- 688 Problem-based learning: the story continues to unfold *J Bligh*
- 690 Links and networks *G Parsell*

Research papers


- 692 Basic clinical skills: don't leave teaching to the teaching hospitals *B T Johnston & M Boohan*
- 700 Stability and change in career choices of junior doctors: postal questionnaire surveys of the United Kingdom qualifiers of 1993 *M J Goldacre & T W Lambert*

- 708 Factors affecting progress of Australian and international students in a problem-based learning medical course *C J Treloar, N McCall, I Rolfe, S-A Pearson, G Garvey & A Heathcote*

- 716 Pre-registration rotations into general practice: the concerns of pre-registration house officers and the views of hospital consultants *C Williams, P Cantillon & M Cochrane*

Problem-based learning

- 721 Effectiveness of problem-based learning curricula: theory, practice and paper darts *G R Norman & H G Schmidt*

- 729 Problem-based learning: why curricula  are likely to show little effect on knowledge and clinical skills *M Albanese*

Multiprofessional learning

- 739 Learning together in medical and nursing training: aspirations and activity *F Ross & L Southgate*
- 744 A comparison of performance by medical and midwifery students in multiprofessional teaching *T Wilson & G J Mires*

Continuing professional development

- 747 Developing senior doctors as mentors: a form of continuing professional development. Report of an initiative to develop a network of senior doctors as mentors: 1994-99 *M P Connor, A G Bynoe, N Redfern, J Pokora & J Clarke*

Teaching methods

- 754 Practice-based learning: views on the development of a reflective learning tool *B Pee, T Woodman, H Fry & E S Davenport*
- 762 Teaching in practice: a qualitative factor analysis of community-based teaching *A Howe*

Discussion paper

- 769 Grounding policy development within an educational setting: an exploration *H Bateman, A Hibble & C Hand*

Short report

- 776 Linking general practices to the medical schools: qualitative issues *R W Gray, Y H Carter, M Edwards, M Falshaw, M M Gantley, N A Hagdrup & M G Sheldon*

- 779 **Forthcoming papers**

- 780 **ASME announcements**

Volume 34 Number 10 October 2000

- 781 In this issue

Editorial

- 782 The Cambridge Conference: background *R Hays, B Jolly, D Newble, T S Gupta, J Spencer & R Wakeford*


Commentary

- 785 Combining marks, scores and grades. Reviewing common practices reveals some bad habits *S L Forwell & B Jolly*

- 787 **Call for papers - Academic Medicine**

Research papers

- 788 Marks, scores and grades: scaling and aggregating student assessment outcomes *J C McLachlan & S C Whiten*
- 798 Development of a three-centre simultaneous objective structured clinical examination *T J Wilkinson, D I Newble, P D Wilson, J M Carter & R M Helms*
- 808 Does studying for an objective structured clinical examination make a difference? *B E Mavis*

- 813 The management of patient encounter 
time in a high-stakes assessment using
standardized patients
K A Chambers, J R Boulet & N E Gary

Papers from the 9th Cambridge Conference

- 818 Introduction to the papers from the Ninth
Cambridge Conference on Clinical Teaching
G Page
- 820 Clinical teaching: maintaining an educational
role for doctors in the new health care
environment *D Prideaux, H Alexander, A Bower,
J Dacre, S Haist, B Jolly, J Norcini, T Roberts,
A Rothman, R Rowe & S Tallett*
- 827 Effective supervision in clinical practice settings:
a literature review *S M Kilminster & B C Jolly*
- 841 Strategic planning in medical education:
enhancing the learning environment for students
in clinical settings *J Gordon, C Hazlett,
O ten Cate, K Mann, S Kilminster, K Prince,
E O'Driscoll, L Snell & D Newble*
- 851 Patient-oriented learning: a review of the role
of the patient in the education of medical
students *J Spencer, D Blackmore, S Heard,
P McCrorie, D McHaffie, A Scherpbier, T S Gupta,
K Singh & L Southgate*
- 858 In-training assessment – its potential in
enhancing clinical teaching *N Spike,
H Alexander, S Elliott, C Hazlett, S Kilminster,
D Prideaux & T Roberts*
- 862 A review of the evaluation of clinical teaching:
new perspectives and challenges *L Snell,
S Tallett, S Haist, R Hays, J Norcini, K Prince,
A Rothman & R Rowe*
- 871 The accountability of clinical education: its
definition and assessment *E Murray,
L Gruppen, P Catton, R Hays & J O Woolliscroft*
- 880 **Face to face – Graeme Catto**
- 882 **ASME announcements**

Volume 34 Number 11 November 2000

- 883 In this issue

Editorial

- 884 Developing the journal *J Bligh*

Commentaries

- 886 Reflecting on levels of confidence and
competence in skills acquisition *C Carlisle*

- 888 On theory in medical education *D Prideaux &
J Spencer*

Research papers

- 890 American medical students in Israel: stress and
coping – a follow-up study *H Abramovitch,
A Schreier & N Koren*
- 897 Becoming professional: when and how does it
start? A comparative study of first-year medical
and law students in the UK *P Cavenagh,
C Dewberry & P Jones*
- 903 Clarifying the concepts of confidence and
competence to produce appropriate self-
evaluation measurement scales *J Stewart,
C O'Halloran, J R Barton, S J Singleton,
P Harrigan & J Spencer*

Policy issues

- 910 Academic careers in general practice and primary
care *S Hilton & Y H Carter*
- 916 The diffusion of the health agenda and the
fundamental need for partnership in medical
education *A Cribb*
- 921 Putting teamwork in context *N Boaden &
J Leaviss*

Primary care

- 928 The effect of the general practice registrar year on
perceived skills in palliative care in the West
Midlands *R Charlton, S Field, C Faull,
I Campbell, C Harper & L Harper*
- 936 Learning in Primary Care – a report
M de Villiers

Assessment

- 939 The Objective Structured Video Exam for
assessment of communication skills
G M Humphris & S Kaney

**Really Good Stuff: new ideas in medical
education**

- 946 Call for papers – Really Good Stuff 2001
- 947 Annual peer-reviewed collection of reports on
innovative approaches to medical
education *edited by M Brownell Anderson*

Letters to the Editor

- 959 Effectiveness of PBL curricula *J A Colliver*
- 960 Benign sadness, malignant neglect *A Pirrie*
- 961 Undergraduate medical students' views
on the value of dissecting *R Charlton &
G Smith*
- 962 Doctors and medical students with
disabilities *S Mercer & R Pinder*

- 963 Computers and conference organization
A Kent
- 964 Hospital clinicians' views on training as examiners for undergraduate regulatory clinical examinations *E Preston-Whyte, R Fraser, R McKinley, A Hastings, J Cookson & T Alun-Jones*
- 964 Student support programmes in Australian medical schools *T Y Khong, P Searle & J Marley*
- 965 Better use of abbreviations – a lesson from a stroke unit *T Luxton & H Al-Qassab*
- 966 Computer literacy in medical students *M I Nurjahan, T A Lim, A Foong, S W Yeong & J Ware*
- 967 **Face to face – Gordon Page**
- 969 **ASME announcements**

Volume 34 Number 12 December 2000

- 971 In this issue

Editorial

- 972 Undergraduate curriculum change in North America: a quiet revolution *G Parsell*

Commentaries

- 974 Problems for students or for teachers?
C S Breathnach
- 976 What graduate follow-up studies can tell us
L Distlehorst
- 978 Medical students with developmental disabilities
M Wilkes

Research papers

- 980 Sexual harassment during medical training: the perceptions of medical students at a university medical school in Australia *G Eyres White*
- 987 Use of focus groups to assess the educational needs of the primary care physician for the management of asthma *P Davis, P Man, A Cave, S McBennett & D Cook*
- 994 Learning disabilities and medical schools
C J Rosebraugh
- 1001 Quality assessment in general practice trainers
M J F J Vernooij-Dassen, P M Ram, W J M Brenninkmeijer, L J E Franssen, B J A M Bottema, C P M van der Vleuten & R P T M Grol

Junior doctor training

- 1007 A study of pre-registration house officers' clinical skills *R A Fox, C L Ingham Clark, A D Scotland & J E Dacre*
- 1013 Clinical skills in early postgraduate medical trainees: patterns of acquisition of confidence and experience among junior doctors in a university teaching hospital *G M Marel, P M Lyon, M J Field, L Barnsley, E Hibbert & A Parise*

Short report

- 1016 Evaluation of undergraduate medical education in Finnish community-oriented and traditional medical faculties: a 10-year follow-up
H Hyppölä, E Kumpusalo, I Virjo, K Mattila, L Neittaanmäki, H Halila, S Kujala, R Luhtala & M Isokoski

Christmas stocking

- 1019 Introduction to the Christmas Issue *D Wood*
- 1020 Running a life drawing class for pre-clinical medical students *P S Phillips*
- 1026 A visit from the Quality Assurance Agency: a reflection from one medical school *N T Bateman*
- 1029 Revisiting analogy as an educational tool – PBL and the game of basketball *J O Busari*
- 1032 'Leaders of Educational Purpose': the foundation of academic medicine 1890s–1940s
K Waddington
- 1036 How to do it: be a new professor *T E Roberts*
- 1037 How to do it: be a new doctor *O Grant*
- 1039 A Christmas story *B Anderson*
- 1040 The student from hell – a horror story for Christmas *P Bradley, V Bond, P Bradley & P Rathe*
- 1043 Is there a doctor on the plane? *S Franks*
- 1043 The lecture(s) that changed my life *D Prideaux*
- 1045 Heartlift *J Spencer*
- 1046 Book reviews
- 1052 Christmas quiz 2000
- 1053 **Face to face – Diana Wood**
- 1055 **Forthcoming papers**
- 1056 **List of referees 2000**
- 1059 **ASME announcements**
- 1060 **Author index**
- 1068 **Subject index**